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of the work—and sympathetic co-operation, conscientiousness, and precision in the execution.

The task that we set ourselves is the decoration of the walls of the laboratory of the department of natural science. This we propose to decorate on the upper part of the walls with stencils of floral pattern, stenciling being the easiest process of wall decoration, and flowers yielding themselves most readily to treatment, more easily than landscape or animals. We may, however, try a small creature here or there, a squirrel, field mouse, robin, or katydid.

The students were first asked to study the problem and to make suggestions, orally, for the treatment of the walls, illustrating their remarks on the black-board. They were then directed to work up these suggestions into finished drawings, making schemes for the decoration of the entire room. These drawings were discussed in the class, the best one was selected, and the work was then divided up among the members of the class, each being held responsible for a part of the work in all its processes of design, stencil-cutting, and stencil-printing. This is as far as we have gone at this moment of writing.

The flowers will be arranged on the four walls according to their four seasons. The students who are happy enough to have to deal with autumn and winter will draw the material for their designs directly from nature—the few flowers that are left, and the colored leaves, fruit, nuts, and seeds offer abundant subjects for autumn, and we have a host of evergreens for winter. One or two of the summer flowers may still be had at the florist's, and other summer flowers, as well as those of spring, must be drawn from recollection, aided by photographs, lithographs, and engravings.

This work brings about a good deal of nature study in determining the season of the flowers, in studying the variety of them, and in bringing out their distinctive features in highly abstracted designs.

MANUAL TRAINING.

IRA M. CARLEY, ELIZABETH E. LANGLEY, ANNETTE BUTLER.

THE first six weeks of the term the pupils will be occupied in planning and making things for use in the school. The remaining half of the term they will devote to the making of Christmas presents. In planning for the former work, the pupils of all the grammar grades were asked to suggest things which, in their opinion, would be of most use to the school, or which would add to its comfort and beauty. (It should be noted that the

building is entirely new, so that the opportunity is somewhat unusual.)

Some of the articles that seemed of most immediate need were: small bookshelves for each of the class-rooms, window boxes for plants, insect cages, ant-houses, insect cases for the museum, modeling stands for the clay-modeling room, clay-modeling boards for use in the class-rooms and for field and museum work, a small table for each class-room, furniture for the central hall (which is used for a museum and for social meetings), trays for serving luncheon, and metal pitchers for filling the painting cups. There are in the school three fire-places; for each of these it was suggested that andirons, tongs, shovels, and fenders should be made. An outdoor gymnasium, consisting of climbing ropes, horizontal bars, vaulting bars, horizontal and oblique ladders, swings and see-saws, is to be constructed and set up.

After this list was made out, the things for which there was the most immediate need were assigned to the different grades according to the teacher's estimate of the ability of the children. The boys of the eighth and ninth grades agreed to be responsible for the outdoor gymnasium and the iron-work for the fireplaces; the girls of these two grades will make the bookshelves, serving trays, and insect cases. The seventh grade, both girls and boys, have the modeling stands in their care, and the fifth and sixth grades have the window and insect boxes.

In making plans for the various pieces of work, free-hand sketches (pictures) were drawn and corrected, or redrawn, until a satisfactory design was hit upon. Then the exact dimensions were laid off (usually full size on the blackboard), and the dimensions determined upon were noted down on the sketch, and from that a working drawing was made to a suitable scale. Besides the drawing itself, each pupil prepares whatever written working directions are necessary to show that he understands what he is to do, so that he may work intelligently in the manual-training room without constant direction.

The other points considered in preparing the plans are: the kind of material best suited to the particular piece of work, the amount needed, and its cost.

The work in the primary grades has been carried on in about the same way, except that the teacher decides to a greater extent what shall be done. After the class has discussed the form, size, and other features of the object to be made, a model is usually prepared for the children to work from.

The children are encouraged to work out their own ideas in making things appropriate for Christmas presents. They are given access to pictures and drawings bearing upon the subject, and, if possible, an exhibition of good, simply constructed pieces of furniture and metal work, and examples of basketry, pottery, and weaving, will be made at the school, to serve rather as suggestion and inspiration than as models to be directly copied.

HOME ECONOMICS.

ALICE P. NORTON.

THE study of food and its nutritive value was the subject selected for the pedagogic class in the fall quarter. The work for October may be grouped under three heads: (1) the general discussion of food problems; (2) experiments with food materials; (3) the planning of work for the grades.

So far as possible, experimental work has preceded discussion and formed the basis for it. The isolation of the food principles from different foods has given a definite meaning to such terms as "proteid" that could not be obtained in a different way. The quantitative work has necessarily been rough, but results have been compared with standard tables, and sources of error discussed and recognized. The object of such work has been, primarily, neither accurate results nor training in method, but the formation of definite images in the mind of the pupil.

The topics discussed have grown one out of another. Each one has been taken up to answer questions suggested by the preceding.

The work in the grades is kept constantly in view. The suitability of different experiments for primary or grammar